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AUTHOR Simpkins, Edward; Brown, Asa
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ABSTRACT

The three chapters included in this paper establish a basis for organizing future implementations of Project Follow Through. Specifically, chapter 1 identifies four planning objectives for coordinating such programs. Emphasis is given to the need to focus on one fundamental, pervasive variable possibly accounting for program success: time utilization in skill and knowledge acquisition. Chapter 2 describes Carroll's model of school learning and Bloom's theory of mastery learning, briefly reviewing research on time-on-task as a factor in school learning. Research mentioned includes studies of elapsed time (time in school, instructional time, and time assigned to academic activities); studies of time and achievement; and studies of achievement and instructional mode. Arguing that Follow Through programs in the 1980's and 1990's should aim for broad multiplier effects among school service agencies, particularly universities and public schools, chapter 3 describes (1) a model of such collaboration (The Center for Applied Educational Research); (2) a model for a computerized cross-age tutoring program, such as one successfully implemented among seventh- and eighth-grade students attending high intensity tutoring centers; and (3) the Golightly Experimental Program, a research and training center operated jointly by Wayne State University's College of Education and the Detroit Public Schools. Appended materials report findings of total Project Follow Through evaluations and describe in detail the Golightly Center. (RH)

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A CONCEPT PAPER FOR PLANNED CHANGE

IN FUTURE MODELS OF PROJECT FOLLOW THROUGH

-Edward Simpkins and Asa Brown

College of Education, Wayne State University

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CHAPTER I
POSITION PAPER ON DIRECTION FOR FOLLOW THROUGH

The Experiential Indicators for the Setting of New Directions for Project Follow Through

Since 1967 a multitude of Planned Variation programs have been funded as part of Follow Through. Designed as a combination research and demonstration project, Follow Through was to answer the question of how we can implement successful, innovative approaches to the early education of disadvantaged children. It was an ambitious attempt to link theory, research, and practice. Projects funded under Follow Through Planned Variations brought together (1) a model sponsor (usually a University or other agency not delivering direct service to elementary school youngsters), (2) a local education agency or other direct service agency and (3) a planned K-3 intervention program. Some aspects of these projects were significant in terms of the new knowledge generated about certain key variables. These included mandated parent involvement, third party cooperative arrangements, staff development and new methods on evaluation results. In addition to these, there were many other variables in Follow Through projects which tended to make the final evaluation of the Follow Through Planned Variation quite controversial. Some effects, however, based on the resultant evaluations stand out quite clearly despite the controversy. Hodges et. al., 1980 summed them up, thusly:

Project Evaluations

1. Academic gains were made that were greater than expected in many of the projects although greater variability existed in what was studied and in the results and patterns of results.
2. Successful classroom curricula and procedures for classroom organization were developed that had a positive impact on intellectual development of disadvantaged early elementary students.
3. In-Service was developed for teachers that became sequential, goal directed and continuous.

4. Parent involvement techniques were developed and implemented that changed parental attitudes toward schools in a positive way.
5. Significant lessons were learned about attempting innovative programs that will be helpful in any future undertaking.
 - a. Local districts frequently require, preliminary to implementing innovations, internal mechanisms to support the change.
 - b. LEA staff relations with external persons or groups are a critical factor in implementing change.
 - c. Sponsoring agencies need to keep intimately and directly involved in the program and change it as new needs arise. (Follow Through: Forces for Change in the Primary Schools, pp. 24-25.)

It appears that Project Follow Through has been useful and significant in the lives of children. There have, however, been a number of considerations that need to be examined and dealt with in the future implementation of Project Follow Through programs.

1. The Need for Common Goals and Expectations

Project Follow Through needs to have certain common goals and objectives. Implementation of the program in all models should be planned in accord with pre-determined evaluation methodology. Basic skill acquisition should be one goal of all models but site participant goals should permit variations. Variations should be known and evaluation methodology approved prior to awarding funding to a site. The lack of common goals not only complicates the collection of evaluation data, it can also lead to a breakdown in key communication components at project sites. (Brown & Ruescher, 1977.)

2. The Need for a Separation of Processes and Products

Many of the things which were done well in past Follow Through efforts, according to sponsoring agencies, were in fact processes that USOE considered important. It was not clear whether these processes were goals in themselves or if they were believed to be means to the end of higher achievement scores for children.

Some processes that appear to have been beneficial and appear to warrant continuation include:

- (a) continued parent involvement in project planning and project implementation.
- (b) continued third party sponsorship, coordination and direction.
- (c) continual and sequential teacher in-service.
- (d) a linkage system among sponsoring agencies that allows for regular meetings to discuss mutual concerns, problems and approaches.
- (e) A clear policy and expectation that Follow Through monies be used to give extra time and attention to target students rather than to replace what students would normally receive.
- (f) a pre-determined evaluation plan that can be anticipated and planned for all program sites.

3. The need to Highlight Successful Programs for Further Development

Several programs, such as the Kansas City Behavior Analysis Program and the University of Oregon Distar Program appear to have been particularly successful at some sites. These should be further examined, analyzed and disseminated, particularly to school districts with high percentages of children at risk. In addition, a plethora of education programs exist to teach Basic Skills that have been proven successful. (Project VALUE, Olga Moir, et al., Wayne County, ISD, 1980.)

Information about these programs should be made available--perhaps as a packet accompanying the request for proposals that will be disseminated in the future for Project Follow Through.

4. The Need to Focus on Some Significant Variable That Might

permeate all the successful programs to date and that may account for the successes. We suspect that the constant is time utilization in skill and knowledge acquisition and that it varies under the influence of learning environments, particularly such factors within the environment as:

- a. the principal's style
- b. the teacher's style
- c. the learner's style
- d. the curriculum's expanse
- e. the capacity for manipulating each
of the above to achieve planned
"Hawthorne Effects" so as to stimulate
movement from one plateau of learning
to another within individual learners.

CHAPTER II

TIME-ON-TASK AND MASTERY LEARNING MODELS

The passage of time is a prominent feature of established practices in assessing human ability and measuring the outcome of instruction. Grades are issued on the basis of achievement over the span of grading periods. School entry and assignment to grade levels is largely based on age. Standard tests are heavily loaded with speed factors and norms are age-based. These practices highlight differences in knowledge and skills acquisition among individuals and offer some guidance to the most equitable way to distribute resources in our ongoing efforts to produce a citizenry equally well prepared to launch their adult lives.

Prior experience with materials to be mastered clearly influences the outcomes of instruction. One time-based model for the delivery of instructional services calls for allocating varying amounts of time and resources in a manner intended to bring most children to a given level of competence. The implementation of ungraded primary programs which undertake to provide each learner with the necessary time for mastery of beginning academic skills acknowledges the theoretical soundness of this model. This approach minimizes individual differences by using time as a major variable influencing achievement. In 1963, Carroll advanced his Model of School Learning in which he postulates the degree of learning as the ratio of time spent in learning to time needed for learning. The time needed is a function of aptitude for the task, ability to understand the instructions and quality of instruction. Time spent is the time allowed (opportunity) and time the learner is willing to spend (perseverance).

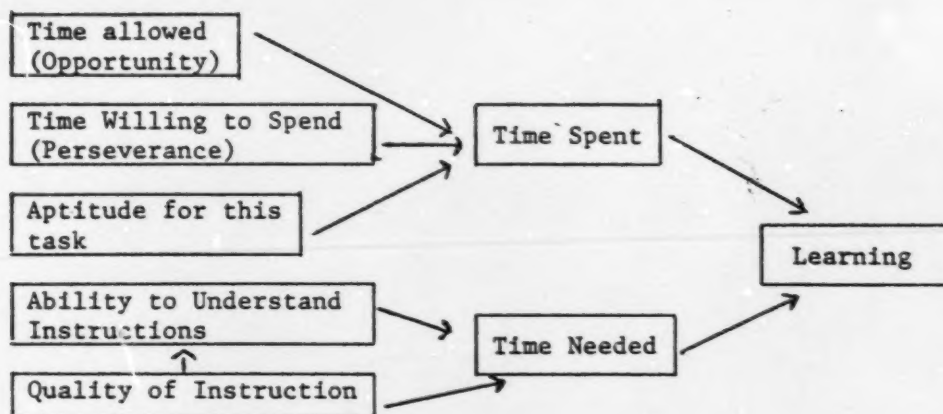


Figure 1.
Carroll's Model of Learning

Bloom (1968) adopted Carroll's model as a basis for his theory of Mastery Learning. Bloom holds that 95 percent of the school population is capable of mastering most school curriculum, given an adequate amount of time, correcting and feedback. The remaining five percent are unable to meet the mastery criteria due to learning difficulties.

Bloom further asserts that aptitude determines rate and manner of task completion but, if skills are taught properly, the correlation between aptitude and achievement should drop to zero. He argues that the high correlation between aptitude and achievement is a result of the practice of providing uniform instruction for all pupils within the same span of time for all. By varying the time allowed each student for mastery of skills, achievement becomes less dependent upon aptitude.

Instruction under the Mastery Model divides information into units which learners complete at their own pace. Criterion referenced measures assess progress instead of age-based, norm-referenced instruments.

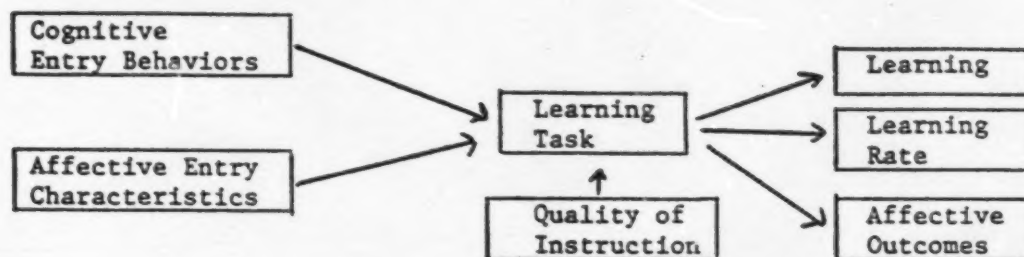


Figure 2.

Bloom's Model of Learning

Another feature of the model is its emphasis on variables in the learning environment which are under teacher control and are changeable and manipulable. Scheduling and pacing of activities, provisions for feedback and corrections, and use of varying grouping patterns are among the central concerns of teachers planning instruction under this model, as contrasted to instructional planning based on assumptions about characteristics of children derived from such categories as slow learner and culturally different.

Research on Time-on-Task as a Factor in School Learnings

Elapsed time and engaged time have been studied to determine how they relate to school achievement. Elapsed time refers to simple time passage factors such as length of school year, length of school day. It is affected by attendance patterns, and compulsory attendance requirements. Engaged time refers to the actual amount of time a student spends attending to a learning task. It is characterized by time spent in active learning. Currently there is no practical way to observe true engaged time although specified engaged time can be observed in structured settings.

Studies dealing with elapsed time fall primarily into three categories (Connolly, 1978): Time in school; instructional time; and time assigned to academic activity.

Studies focusing on time in school generally correlate this variable with student achievement or student learning. Wiley and Harnischfeger (1974), report that length of time in school varies a good deal from district to district and state to state. They indicate that these differences do relate to student achievement, noting that while more time in school may not be the only factor in school achievement increased hours do increase the opportunity students have to learn. These findings are substantiated by other research. Rosenshine (1971), found a significant correlation between student learning and the number of days students and teachers were absent. A significant correlation was also reported by Bond and Dykstra (1967), between student learning and longer school days.

Instructional Time. Instructional time refers to the amount of time spent teaching a particular subject. Actual time spent in instruction may be as little as 40 to 50 percent (LeCompte, and Connolly, 1978). However, Carroll cautions, "increasing the amount of time in school or assigning more time to particular subject area will not automatically result in improved student learning unless more time is actually spent in instructional activities at the classroom level" (p.9).

Time Assigned to Academic Activities. Student learning in a particular subject area appears to be related to the amount of time spent in that area (Stallings and Kaskovitz, 1974). This correlation between student learning and amount of time spent on academic activities found in this study is supported by Connolly and McGrail (1978). Their analysis revealed that students who spend more time on learning related activities tended to learn more. Fredrick, et al. (1979), conducted a study of 39 elementary schools in the Chicago area. They found that there was a significant difference between schools in the amount of time teachers

spent on reading. They report that schools with higher growth in reading comprehension scores also were more adept at using time effectively ($r = .53$).

Studies focusing on elapsed time as a measure of time-on-task generally support the notion that increased opportunity to learn (evidenced by increased hours available for instruction) may have an impact on student learning. However, it is apparent that student gains in achievement are most likely contingent on using the increased time effectively. Usage of widespread, diverse methods of operationalizing this research has also made it difficult to interpret the body of research findings in a comprehensive manner.

Time and Achievement. Since the introduction of Carroll's Model of School Learning and Bloom's Mastery Learning Model, a good deal of research has focused on time as a variable in student learning and achievement scores. Many of these studies tend to support the position that the time students spend actively engaged in learning is correlated to later measures of achievement (Berliner & Rosenshine, 1977; Rosenshine, 1977; Walker & Buckley, 1968; Wiley and Harnischfeger, 1974). Edminston and Rhoades (1959) studied 94 seniors in high school and report the correlation between time-on-task and achievement to be .58. A similar correlation of .5 is recorded by Lahaderne (1968), for sixth-grade students. A .44 correlation between reaching achievement and time-on-task for first graders was reported by Turnure and Samuels (1972).

Underachieving students, studied by Wyne and Stuck (1979), were enrolled in a program designed to increase task-oriented behaviors. Following the interventions, participating students were found to spend significantly more time-on-task and to achieve at a significantly higher level in reading than their

comparison counterparts. The 200% increase in time-on-task behaviors was felt to support Carroll's position.

Two "time-off-task" studies lend further information to this issue. March (1956) considered the effect of such behaviors as inattention, whispering, and slumping on predicted test behavior. A $-.58$ correlation resulted from the study. This finding supported Olson (1931), who found a $-.30$ correlation between off task behavior and the honor point average of twenty-four high school students.

Instructional Mode. Kiesling (1977), demonstrates the complexity of the on-task and achievement relationship in his study of the effects of achievement and instructional mode. He comments that high achieving students seem to achieve regardless of amount of instructional time. He contends that there is probably a significant interaction among ability level, instructional mode and instructional time.

Anderson and Scott (1977), report that instructional mode influences student time-on-task. Their findings indicate that sixty percent on task behavior, on the average, was found in classrooms using questions and group discussions. Individualized classrooms registered about fifty-five percent on-task behavior while, classes using mostly small groups recorded about twenty-eight percent on-task behavior. Connolly and McGrail (1978), also report classes using group instruction had more on-task behavior than classes not employing groups.

While time as an important variable in organizing instruction and studying outcomes has received considerable attention among theory builders and researchers

the results are at present inconclusive. Nevertheless, progress has been made in refining variables, and defining empirical methodology.

When reading and mathematics skills are the stated goals of instruction, operationalization of time-on-task as observed discrete behaviors holds considerable promise. Studied in the context of such variables as rate of presentation, amount of practice, and speed and form of feedback, the prospects for developing significant and practical information are good.

SUMMARY

- Time is a constant in all learning activity.
- Current research hints at a tandem relationship between engaged time utilization and learning outcomes.
- Both operations and methodologies employed in the conduct of time-on-task studies have been diverse.

CHAPTER III

Partnership Models

When a university is the prime moving third party force in the delivery of educational service to project Follow Through children, there is the potential for a multiplier effect that enhances the quality of school programs, the University's pre-service and in-service teacher training programs as well as the research quality of its graduate program. To the degree that these benefits accrue to the University, the schools become direct beneficiaries of the effort over the short term.

Follow Through Programs in the 80' and 90' should aim for broad multiplier effects among school service agencies, particularly universities and public schools. These institutions should be encouraged to cooperate in the design and delivery of programs for the attainment of a common mission. No where is the need more in evidence, perhaps, than in the big city public schools. An easy estrangement between public schools and public universities can develop when the big city clients to be serviced increasingly represent the nation's minorities while the university continues to be made up of old ethnic stocks reflective of an earlier period in the City's history. The retreat to "pure" research which permits maximum disengagement in working with the new racial and ethnic forces is enticing. In such a situation the encouragement of a mix of basic research and applied research geared to meet the service needs of the selected local sites is desirable. Joint planning, joint development of evaluation designs and jointly designed delivery systems that reach across school district lines, state lines and communities of interest within variously affected professional groups should be attempted. Members of the education professoriate, teacher organization leaders, under the sponsorship of local school districts should be given considerable range to

conceptualize major responses in the form of pilot programs that will address identified educational concerns in the participating districts.

The outstanding concern common to most large districts is the ongoing problem of cumulative deficit in school programs and the extent to which this problem presages future problems of functional illiteracy for the expanding technocratic and specialized society of the 90's. This chapter describes below the kind of model which Follow Through Programs may wish to develop in tandem with universities and school systems that are willing to invest a specified match of monies and services. . . . We may designate it as a Center for Applied Educational Research. Such a center could have components on a number of campuses willing to work under the constraints of a common design with a tolerance, of course, for some necessary variations.

Model (1)

The Center for Applied Educational Research would be committed to action oriented longitudinal inquiry. It would serve as a college research and demonstration center even as it provides educational assistance to metropolitan area schools serving students with gross remediation needs.

The role of the Center would be to provide an arena where certain selected educational strategies can be tested under conditions submitting to necessary controls. Results of the Center's efforts would be disseminated through publication in professional literature as well as through ERIC reports. Such a laboratory can contribute to the over-all knowledge base of the profession and provide a framework for the design of more effective practices among professionals working with Project Follow Through children. The center's function is seen as one of sharpening, testing, and disseminating instructional

strategies specifically designed to impact the target population. Efforts within the Center program would address the problem of cumulative educational deficit among urban children. At Wayne State a similar project is currently under consideration that would involve a target population of area public school youngsters identified as being at academic high-risk. The proposed sample consists of youngsters who were Head-Start service recipients and who are currently achieving significantly below anticipated levels in Follow-Through programs. The specific unique dimensions of this particular investigation may cluster around two key assumptions which serve as major research hypotheses:

Hypothesis 1:

That remediation of cumulative education deficit can best be achieved in a highly-structured (as opposed to "open") environment. Such a structured environment consists of three discrete pedagogic sub-environments:

- A. A one-on-one adult/child tutoring situation.
- B. Individual child working in a self-monitoring capacity in a cubicle.
- C. Small group (3-5 students) study supervised by paraprofessionals.

Model 1.

This model is equipped with video tape capability and serial time sequences of each of three sub-environments within the milieu which can be monitored on an on-going basis utilizing both global and discrete analysis in an attempt to relate this phenomenon across the three sub-environments with any increments in achievement

Hypothesis 2:

That youngsters with a history of previous academic failure can be significantly enriched in matters of self-concept as well as achievement by providing vehicles whereby they become increasingly active as goal setters and monitors of their own progress. Research of previous programs for follow-through children shows a strong relationship between skill acquisition and perceived self-concept. For purposes of this investigation we assume educationally that self concept is a function of increased academic coping ability.

Additionally, a phenomenon similar to the psychological construct of distantiation is apparent in the observed behavior of the above proposed target population. There is considerable evidence that outside remedial efforts over time tend to induce a passivity in the recipients coupled with increasing dependence on outside support systems. (Brown, 1979) Even at this early age there is a pervasive Gestalt wherein the child — perceives himself to be a passenger in his own destiny.

Micro-computers could be programmed so that youngsters can introduce their own answers to instructional format previously put in place and receive their own immediate feedback. Additionally, but of considerably more moment in terms of the research hypotheses, is the fact that the child will be able to see through visual display and computer voice exactly what his percentage of time-on-task (global and discrete) was for the previous day and can self-select matters related to on-going programs in reading and math. It is hoped by presenting micro-computers as an extension of the child coping skills can be strengthened resulting in more active ego involvement. We assume accelerating achievement success levels impact directly on self-esteem. Achievement levels in reading and math will be assessed through

traditional paper and pencil tests. Self-esteem will be evaluated through the Cooper Smith Self-Esteem Inventory. It should be emphasized that follow-up within the sending schools in the area can easily be accomplished by placing several microcomputers in the schools.

Dissemination and replication, of course will take place. This is to be a longitudinal study. There would be particular interest in long-term gains. The "Hawthorne" effect is a serious potential confounding variable and can be addressed in part by using a random sample of peers stratified for I.Q., age, sex, socio-economic level, and race.

Model 2

In 1970, Cr. Richard M. Parres of the Wayne State University College of Education faculty was invited to submit a proposal for a Title I Compensatory Education reading program for two middle schools in nearby Highland Park.

His model for a cross age tutoring program, based on the engaged time on task model, brought underachieving Seventh and Eighth graders to the High Intensity Tutoring centers to monitor the reading decoding skill exercises assigned daily to the Sixth grade tutees. The percentages of correct responses by the tutees reading specially designed word lists and sentences were calculated daily, based on tallies kept by the tutors. Assignments were adjusted to keep the tutees at a high rate of correct responses and a token economy was implemented to insure adequate motivation.

The program was successful, and a math center based upon the same model was added the second year. An evaluation design including control groups implemented the second year demonstrated a level of effectiveness which resulted in the selection of the program as a national exemplary program for inclusion in the national Title I dissemination network.

The instructional program has now been computerized by Dr. Parres to operate on the Apple II microcomputer system installed in the Three R center at Wayne State University's College of Education. In what is apparently a unique application, the program prints instructional materials specifically designed for each pupil on the basis of previous performance on a high speed, letter quality computer terminal. Records of performance

are kept at the word-by-word level for detailed analysis of time-to-learn and detection of any pattern of auditory or visual learning style. The instructional materials are coordinated with the Detroit Objective Referenced Test (DORT) kits in place in all Detroit classrooms and records of performance on instructional materials summed across cases will provide an empirical basis for constructing instructional materials keyed to the DORT program for use with slow learners in all Detroit schools.

Since the model is based on a cross-age tutoring strategy, the program appears suitable for trial in a mode calling for the children to take assigned work home for practice under the supervision of parents. This mode has been demonstrated in the setting of a urban clinic. Not all home situations are suitable for this mode, but it is highly successful in some instances in improving skills as well as providing a vehicle for parental involvement and responsibility for educational outcomes.

Yet another area for investigation centers upon giving the child precise control over the materials to be mastered. Another program implemented on the Apple II computer allows the child to construct arithmetic exercises by choosing problems displayed on the computer screen for inclusion on worksheets which can be completed later at the center, back in the mainstream classroom, or even at home. Since computer assisted and computer managed instruction programs frequently devote considerable time and memory resources to keeping track of student performance, it would be of considerable practical as well as of theoretical interest to see if children, given a choice, are able to select for themselves materials appropriate to their current level of skills.

Five years ago the College of Education in cooperation with the Detroit Public Schools designed and established the Golightly Experimental Program which operates as a school within a school. It is housed at the Edmonson Elementary School in Detroit. Under the leadership of the principal, Mr. Patsy Pantano, the College was able to achieve a control over part of a school learning environment that does not exist in other sites to which we routinely assign student teachers. In fact the controls are so tentative and the goals of sponsoring schools so unclear with respect to the quality of schools as training laboratories that I am persuaded that only through the establishment of joint ownership models such as Golightly represents can teacher pre-service, in-service and model redesign be successfully piloted in the public schools. It should be noted that such programs may come under attack from competitive private interests which regard joint university and public school programs that improve the quality and reputations of public schools as unfair competition. It is worth weathering such attacks for only to the extent that universities become full partners in providing service to school communities can they justify the research and knowledge production needs of their faculties.

The Edmonson School has offered many opportunities through its Follow Through Program, its co-sponsorship of the Golightly Program and its co-sponsorship of the TRICE Model (See Appendix B). Where ongoing efforts such as this one already exists they should be susceptible to adoption by Project Follow Through in whole or in part, just as such programs, no doubt, across the nation have adopted components of the Follow Through Model in

pursuit of specific goals of their own. What follows are several components of ancillary programs initiated by the Golightly staff at Edmonson which impacted in some way on the ongoing Follow Through Program.

New curriculum at Golightly Educational Center for the 1980-81 school year has included the following:

Jr. Great Books - A program of interpretive reading and discussion. It develops the habit of reading critically, interpreting what has been read and supports the interpretations with ideas and facts garnered from the readings. All materials are selected by the Great Books Foundation and are organized in paperback books which are used by each child.

Selected second and third grade children, some from Project Follow Through, participate weekly in this supplemental reading program at the Center from 8:45-9:30 a.m.

Instrumental Enrichment - An intervention program designed to correct deficient cognitive functions and provide prerequisites for learning. The program is designed to arouse motivation and insight, create good work habits and develop methods of gathering and elaborating information.

Instrumental enrichment is taught three times weekly to the fifth graders at Golightly Educational Center, in conjunction with the regular curriculum by the regular classroom teacher.

Comprehensive Health Program - A program designed to encourage responsible personal decision making for one's own health and for the health of others. The components of the program were selected and defined by the Golightly Educational Center Advisory Committee and reflect the social, physical and motivational needs of the students as perceived by parents, guardians and university medical school staff.

The five components of the Health Curriculum include Kindergarten through fifth grade and are: nutrition, hygiene, safety, substance abuse and human sexuality.

Physical Education - Physical Education has been extended to include the areas of dance, movement and swimming. All Golightly children receive the benefits of experiencing creative dance classes which emphasize movement, exploration, skill development, rhythmic response, creative fun and work. Dance and movement orient the children to learn to control the body so that it may

be used effectively as a means of communication.

Swimming has been incorporated into the fourth and fifth grade curriculum by means of an open swim every week at Wayne State University's Matthaei Building. Golightly staff and Matthaei personnel supervise the children and at times offer instruction and assistance in the pool.

SUMMARY

1. There is a need for future Follow Through Programs to share certain common goals.
2. Certain processes should be retained in future program models including parent involvement, third party sponsorship, teacher in-service, etc. (See p. 3)
3. Evaluation instruments should be designed in accord with the shared common goals of Follow Through Programs and in accord with identified site goals.
4. Program monies should be categorical and additive to in-kind contributions on the part of third parties.
5. Some projects should focus on time utilization as a constant in learning. Others should focus on teaching strategies and intervention strategies as variables affecting the constant.
6. Future Follow Through Programs should aim for broad multiplier effects.

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APPENDIX A

Total Project Evaluation

The major total project evaluation was done by Abt Associates, Inc., and is referred to as the Abt IV Report. "The analysis compared thirteen of the models of early-childhood education, using data based on a sample of over twenty-thousand students enrolled in Follow Through models for a four year period." (Perspectives on the Follow Through Evaluation, p. 129.)

The Abt study used four tests to measure results with students: The Metropolitan Achievement Test, Raven's Coloured Profressive Matricies, Coopersmith Self-Esteem Inventory and Intellectual Achievement Responsibility Scale. The thirteen models chosen for evaluation were divided by Abt Associates into three categories of programs: (a) Basic Skills, (b) Cognitive-Conceptual, and (c) Affective - Cognitive.

Overall results from this study found that the Basic Skills programs were better in gains in basic skills and self concept, yet this varied from site to site. Two programs were more effective with youngsters who had been in Head Start previously. In addition, some of the models had greater impact during kindergarten and first grade and sites with lower functioning children showed greater gains than sites with higher functioning children.

The Abt IV Study has been critized extensively. In a reanalysis conducted under a grant by the Ford Foundation, which examined the technical base of the Abt IV study, it was concluded that "the test battery used with children was limited, and that classification procedures used to group Follow Through models were inappropriate." (Follow Through Forces for Change in the Primary

APPENDIX A (Continued)

Schools, p. 36.) The Ford Foundation report also concludes that "the Follow Through evaluation does not demonstrate that models emphasizing basic skills are superior to other models." (No Simple Answer: Critique of the Follow Through Evaluation, p. 156.)

Other research has looked at specific variables elements of the Follow Through projects. A major process study was done by Soar and Soar at the University of Florida (1973).

"The key question asked in the Soar (1973) study was whether the observed differences in classroom procedures related to changes in children.....The most general conclusion was that child growth on achievement measures was correlated with narrow, structured classroom focus." (Follow Through: Forces for Change in the Primary Schools, p. 43.)

Another major process study was done by SRI (Follow Through Program Classroom Observation Evaluation, Stallings, 1973.) "Briefly stated, the report concluded that the classroom environment that was conducive to higher achievement levels was one where individual attention was paid to children, where children received positive reinforcement for their participation, and where activities frequently had an "academic"emphasis. (Follow Through: Forces for Change in the Primary Schools, p. 45.)

In 1974 a second process study was published by SRI. (Stallings & Kaskowitz, Follow Through Classroom Observation Evaluation, 1974). The researchers found that implementation was more consistent in smaller communities. Also, "...they found that specific classroom processes do

relate to child performance, both on tests and in the classrooms. Specifically it was found that:

- higher reading and math scores (in both first and third grades) were associated with more structured, teacher-initiated classrooms;
- higher test scores were associated with small group instruction in first grade but with large group instruction in third grades;
- higher test scores were associated with a question-answer-reinforcement sequence of teacher-pupil interaction;
- positive reading and math achievement test scores were also associated with self-instruction and task persistence in the classroom;
- positive reading and math achievement were associated with time spent in reading or math activities;
- higher scores on non-verbal problem solving (the Raven's), lower absence rates and higher independence were associated with the more flexible classroom;
- high scores in Intellectual Achievement Responsibility were associated with variables that described the more open classrooms.

(Follow Through Forces for Change In The Primary Schools, p.47.)

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The New Center education project: C. L. Golightly educational center

RUDI ALEC,
DeLOIS ROBINSON

Dr. Rudi Alec, Director, and DeLois Robison, Assistant Director, are both from Wayne State University.

TEACHER RETRAINING IN CONTROLLED ENVIRONMENT (TRICE)

The C. L. Golightly Program is one of several subsystems comprising the New Center Education Project. It is both a research center and a training center operated jointly by Wayne State University's College of Education and the Detroit Public Schools.

Teachers are recruited through the Detroit Public Schools. Applicants must have at least five years of teaching experience and be admissible to graduate study at Wayne State University. They must also have a desire to work in an alternative setting in which supervised teaching, research, and graduate study is conducted. Once teachers are recruited, they return to the campus after working in the field. Those presently in the program have taught for ten years, with the exception of one teacher who has taught for nine years.

Upon returning to the campus teachers undergo supervised teaching for two years as part of their advanced degree studies. Unlike their normal classroom settings which tend to be administrator directed, they control the learning environment with University faculty serving as consultants to them in their planning, and as faculty to them in implementing research designs.

University staff also serve as faculty in helping them plan their supervisory duties as they assist in the pre-service training of student teachers. One of the goals of the TRICE program is to help teachers to learn to supervise others more effectively. To this end pre-service teachers are placed under their direction throughout the two to three years that they spend in the program.

INTERDISCIPLINARY TEACHER EDUCATION (ITE)

The undergraduate teacher preparation program at Wayne State University is the Interdisciplinary Teacher Education Program (ITE). Pre-service education students receive three

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quarters of training prior to student teaching. These quarters are termed as *phases*. In each phase students not only study on campus but also have field placements. One purpose of these placements is for the pre-service student to implement phases of the instruction received on campus. As each student progresses through the phases, additional responsibilities are added. They are generally ready to student-teach after they have had substantial experience in the various phases. Student teaching is viewed as an extension of the *phases* but requires a full day contact for a term of ten to eleven weeks. Selected Phase III students and student teachers are identified by the Teacher Education Division and assigned to Golightly classrooms. They are guided by the Golightly teachers, the Wayne State University Supervisor, and support faculty of the Teacher Education Division. The Golightly Center thus not only provides the field-site for some pre-service education majors, but provides an assessment vehicle by which the teacher education preparation program is evaluated. The evaluations are "fed-back" to the personnel on campus responsible for the training component.

CURRICULAR COMPONENT OF THE GOLIGHTLY PROGRAM

Teachers, individually and collectively, share the responsibility for the creation of the environment in which the academic, social, physical and aesthetic development of children can occur.

The following goals reflect the overall Golightly Center educational philosophy:

1. Teachers diagnose learner problems and prescribe appropriate learning activities and materials based on the assessment.
2. Teachers maximize the proportion of time that children interact with the curriculum.
3. Teachers use classroom structures that encourage interaction, problem solving, self reliance and self-direction.
4. Teachers develop an instructional program that encourages individual, peer to peer, as well as adult to child learning.
5. Children receive continuous evaluations of their progress.
6. Children become increasingly more independent learners.
7. Teachers and staff assume responsibility for creating an environment which fosters respect for the worth and dignity of all people.
8. Teachers and support staff create an environment and provide experiences that foster affective skills, such as receiving, responding, and valuing in children.
9. Teachers utilize the resources of the community and of the New Center Cultural Area such as the Library, Children's Museum, Belle Isle Nature Center, Heritage House and the Art Institute to supplement the curriculum.
10. Teachers provide learning environments in which all subjects are presented in a stimulating format. They provide the learner with alternative educational activities and materials designed to match the learning style of each individual.

To achieve these goals a variety of individualized, small group and total classroom strategies have been developed by the staff in training seminars and infused into all of the curricular components at the Golightly Center.

In Language Arts, for example, all of the grades (K-3) use *Journals*, *Read to a Friend*, and *Learning Centers* as instructional vehicles.

Journals

Each child at Golightly keeps a journal, full of his/her own thoughts, feelings and ideas. The degree of sophistication depends upon the grade level. The kindergarten journals, for example, are dominated by pictures in crayon, simple thoughts dictated to an adult. By the third grade, the journals are a running account of the cumulative ideas of a child learning to manipulate thoughts and writing skills. This is an individualized activity in which parents volunteer. Teachers and student teachers are available to help with vocabulary and writing.

* *Learning Center*—a physical area, stationary or mobile, which houses an average of ten (10) activities selected to develop a learning concept. There are student requirements and student choices. Activities are teacher directed as well as independent selections.

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Read to a Friend

Another language approach utilized by Golightly encourages the children to initiate relationships with other children, for the purpose of mutual enjoyment of a story to be read and listened to by each, in turn. Results indicate that reading, listening and social skills are enhanced by this daily activity.

Language Arts Learning Centers

The systematic development of language arts skills is presented in small-group learning centers. Each child participates in a language arts activity three or four times daily. The language arts curriculum is based upon goals and objectives of the Detroit Public Schools, the State of Michigan and the Golightly instructional staff.

The content of language arts learning centers varies from week to week depending upon the academic skills and readiness of each student and the curricular design of the classroom teacher for each child. Children pursue curricular materials at their own pace receiving one-to-one instruction from teachers and students teachers. At some times the instruction is under the direction of teachers and at other times it is under the direction of volunteer parents.

A variety of commercial programs and materials are utilized at various grade levels in language arts. The *Peabody Language Kit*, the *Pre-Reading Skills Program*, *Language Experiences in Early Childhood*, the *Humanistic Series*, *Scholastic Books and Tapes*, and the *Bill Martin Instant Readers* are examples used in Kindergarten. In the first grade the Houghton Mifflin Series, the Ginn Series, the SRA materials, and the LEIR Program provide some of the materials used for instruction. In the second and third grades, the Ginn Series, the Follett Series, SRA materials and the *Behavioral Research Laboratory (BRL)* are representative of the various instructional materials and programs used.

In March, 1977, the Stanford Achievement Test was administered to the first grade students. The mean reading score was 1.9. In April, 1978, the same group, now in second grade, was tested. The mean reading score was 3.3. The average growth from grade one to grade two was 1.4. The individual scores are recorded in the table below.

STANFORD ACHIEVEMENT TESTS
First and Second Grade Scores

*Student	Reading — Grade Equivalent		*Student	Reading — Grade Equivalent	
	Grade 1 1977	Grade 2 1978		Grade 1 1977	Grade 2 1978
1.	1.9	4.8	7.	1.9	3.9
2.	1.6	3.5	8.	2.4	3.6
3.	1.8	2.0	9.	1.5	2.6
4.	1.5	1.9	10.	1.6	2.0
5.	1.6	3.7	11.	2.5	3.6
6.	3.1	6.4	12.	1.6	2.1
				1.9	3.3

*Original group consisted of 17 students. Only the scores of the 12 students remaining in the program are depicted.

In April, 1978, the first grade was tested using the Stanford Achievement Test. The mean score of this group was 1.7.

Individual scores are:

Student	Reading Grade Equivalent, Grade 1	Student	Reading Grade Equivalent, Grade 1	Student	Reading Grade Equivalent, Grade 1
	1978		1978		1978
1.	1.5	7.	1.6	13.	1.6
2.	1.6	8.	2.6	14.	1.6
3.	1.4	9.	1.6	15.	1.7
4.	1.2	10.	2.4	16.	1.8
5.	1.9	11.	1.5	17.	1.5
6.	1.6	12.	1.6	18.	1.4

Testing for the present first, second and third grades will take place in March 1979. The results will not be known until June, 1979, however.

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CURRICULAR APPROACH TO MATHEMATICS

As with language arts, mathematics goals and objectives are established by the Detroit Public Schools and the State of Michigan for each grade. Individual teachers have designed and implemented math programs to exceed minimum expectations in mathematics. Learning Centers are a basic vehicle for implementation of math objectives.

Another approach to math which is presently being implemented at Golightly is the Comprehensive School Math Program (produced by the CEMREL Co.) This is a comprehensive, total classroom approach to mathematics concepts which has its own system for individualized, small group and large group math instruction and evaluation.

In addition to the CEMREL program other strategies are used for math instruction. Filmstrips and tapes for small groups are used to develop awareness of math functions; commercial, teacher-made and child-made math games and classroom projects for the application of math concepts are also utilized. Math facts are expressed in science, social studies, art and other disciplinary areas.

In March, 1977, the Stanford Achievement Test was administered to the first grade. The grade equivalent mean score was 2.3. In April, 1978, the same group was again tested using the Stanford Achievement Test. The grade equivalent mean score was 3.4.

The Individual Mathematics Scores are:

First grade (1977)		Second Grade (1978)		First grade (1977)		Second Grade (1978)	
Stu-	Mathematics score	Mathematics score		Stu-	Mathematics score	Mathematics score	
dent	Grade Equivalent	Grade Equivalent		dent	Grade Equivalent	Grade Equivalent	
1.	2.1	4.0		7.	2.7	4.1	
2.	2.1	3.4		8.	1.8	2.7	
3.	1.6	1.9		9.	1.7	2.7	
4.	1.9	2.6		10.	2.4	2.1	
5.	2.9	4.9		11.	2.1	3.7	
6.	4.3	6.0		12.	2.4	2.7	

This group presently in third grade will be tested in March, 1979. The results will not be available until June, 1979.

In April, 1978, the first grade was tested on mathematics achievement using the Stanford Achievement Test. The mean score was 2.4. Individual scores are presented below.

Mathematics Score		Mathematics Score	
Grade Equivalent		Grade Equivalent	
Student	Grade 1—1978	Student	Grade 1—1978
1.	2.4	10.	5.5
2.	2.0	11.	2.1
3.	1.7	12.	2.2
4.	1.8	13.	3.8
5.	2.5	14.	2.2
6.	2.5	15.	2.4
7.	1.7	16.	1.6
8.	4.3	17.	1.6
9.	1.8	18.	1.6

THE AFFECTIVE DOMAIN

The Golightly program also concerns itself with the development of the total child. Teachers and staff focus on the enhancement of communication, problem solving, decision-making and interaction skills by utilizing several classroom management techniques, including self-selection, classroom meetings and humanistic approaches to discipline. In addition, teachers utilize theories of transactional analysis for children, and strategies developed by Glasser and Gordon in working with parents and children. There is a need for research on the impact of these strategies to see if they help children understand their relationship to other individuals and encourage children to have respect for the rights and needs of others. These techniques help children develop communication skills because they provide for verbal interaction and listening.

STRATEGIES IN THE AFFECTIVE DOMAIN

Self-Selection

Each day children are given a range of activities—some academic and some recreational

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—from which to choose. It is their opportunity to select the curricular related materials, games, reading matter or educational materials such as filmstrips and records with which to spend a period of the day pursuing goals of their own. The purpose of allowing a child time within the day for an educational pursuit of their own choice is to help children with decision making skills. The project does not have resources for exploring the effects of this, however.

Teachers develop the materials from which pupils make their selection. Materials to be selected from are developed by teachers and such materials are structured around academic and philosophical goals established for each day.

The Classroom Meeting

Certain periods are especially set aside for classroom meetings. On these occasions the class gathers for a discussion of issues and concerns of the children and adults. Within this format children interact around events of the day, and give support and encouragement to each other. They practice language arts and communication skills.

Reflective Thinking

Another example of the development of affective skills is the classroom management technique of reflective thinking. It happens in Golightly, as in any other school, that a child may need to be disciplined for disruptive or nonconstructive behavior. The disciplinary process is designed to be educational. Children take part in examining the objectionable behavior and taking steps to correct it. When a child is faced with a problem he may choose or the teacher may choose to send him to reflective thinking. A physical space in the classroom is set aside for this purpose. The child is allowed to sit and think about the behavior and think of the consequences of the behavior, and the relationship between nonconstructive behavior and consequences. Alternative ways of behavior are thought about and shared with the teacher when the child and teacher perceive that he is ready to return to the regular activities of the classroom.

EVALUATION OF STUDENTS

Children receive three formal evaluations per year. These evaluations reflect each student's progress in relation to the academic and social goals of the Golightly Educational Program. Parents participate in parent-teacher conferences regularly and as the need arises throughout the school year. The written evaluation instrument was designed by the team of teachers, with Golightly administration and Wayne State University support staff. This tool is a competency check-list reflecting the specific concepts and skills of the content area evaluation. Mathematics and Reading, for example, are evaluated in this manner:

Evaluation Key

- + positive growth
- insufficient growth
- N not applicable, not introduced

Mathematics	Nov.	March	June
A. Writes numerals correctly			
B. Understands basic concepts.			
C. Understands the symbols —, +, ×, ÷, <, >, =.			
D. Knows basic shapes.			
E. Is learning number facts.			
F. Understands the language of strings and arrows.			
G. Understands the language of the Papy Mini-Computer.			
H. Shows self-confidence.			
I. Shows ability to think and reason.			

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Reading	Nov.	March	June
A. Shows interest in books and reading.			
B. Is increasing sight vocabulary.			
C. Recognizes letters of the alphabet.			
D. Can distinguish vowel sounds.			
E. Reads with understanding.			
F. Uses phonics as aid in reading.			
G. Reads independently.			

TESTING OF STUDENTS

In 1977 and 1978 Golightly children participated in the Detroit Public Schools standardized testing program.

The Stanford Achievement Test was used.

Reading Scores

In 1977, the first grade average reading score was 1.9 grade equivalent.

In 1978, the same children, now in second grade received an average reading score of 3.3, showing an average total growth from May, 1977-April 1978 of 1.4 (one year, four months growth in the course of a school year).

In 1978 the first grade class participating in the standardized testing program for the first time obtained a class average of 1.7 in reading.

In 1977 and 1978 all children participating in standardized testing achieved above grade level in reading.

Math

Standardized test results show that in 1977 every child achieved eight months or more above grade level in arithmetic. The average math score in 1977 for a first grade class was 2.3.

In 1978 the same children, now in second grade scored at an average grade level of 3.4. Only one child did not score at grade level (obtaining a score of 1.9).

STANFORD ACHIEVEMENT TEST GRADE 1 TEST SCORES, 1978

Student	Reading	Math
1.	1.5	2.4
2.	1.6	2.0
3.	1.4	1.7
4.	1.2	1.8
5.	1.9	2.5
6.	1.6	2.5
7.	1.6	1.7
8.	2.6	4.3
9.	1.6	1.8
10.	2.4	5.5
11.	1.5	2.1
12.	1.6	2.2
13.	1.6	3.8
14.	1.6	2.2
15.	1.7	2.4
16.	1.8	1.6
17.	1.5	1.6
18.	1.4	1.6
Golightly Avg. N = 18	1.7	2.4

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STANFORD ACHIEVEMENT TESTS—1
FIRST AND SECOND GRADE SCORES

Student	Reading			1977	Math	
	1977	1978	(Diff)*		1978	(Diff)*
1.	1.9	4.8	(2.9)	2.1	4.0	(1.9)
2.	1.6	3.5	(1.9)	2.1	3.4	(1.3)
3.	1.8	2.0	(.2)	1.6	1.9	(.3)
4.	1.5	1.9	(.4)	1.9	2.6	(.7)
5.	1.6	3.7	(2.1)	2.9	4.9	(2.0)
6.	3.1	6.4	(3.3)	4.3	6.0	(1.7)
7.	1.9	3.9	(2.0)	2.7	4.1	(1.4)
8.	2.4	3.6	(1.2)	1.8	2.7	(.9)
9.	1.5	2.6	(1.1)	1.7	2.7	(1.0)
10.	1.6	2.0	(.4)	2.4	2.1	(-.3)
11.	2.5	3.6	(1.1)	2.1	3.7	(1.6)
12.	1.6	2.1	(.5)	2.4	2.7	(.3)
Golightly Avg.	1.9	3.3	1.4	2.3	3.4	1.1

*Difference

In addition to the standardized tests at the end of the school year, Golightly teachers administer pre-tests in the beginning of the school year, to assess childrens' strengths and needs, especially in reading and math.

Based on this pre-testing, teachers design the academic program for each child.

CREATIVE USE OF COMMUNITY RESOURCES IN CURRICULUM DEVELOPMENT

At Golightly, not only are teaching strategies examined, but programs are tested for potential adoption in regular school settings. For example, every child in the Golightly program has a working relationship with the major cultural and educational institutions of the New Center area. Educational programs consistent with the curricular goals and objectives in each class for all subject areas have been developed at the Children's Museum, the Belle Isle Nature Center and other points in the New Center area. There is extensive coordination of classroom and display materials between the Children's Museum and Golightly, and classroom teachers have access to a variety of materials and supplies from the Museum for use in the classroom. Many of the programs developed for Golightly, with slight modifications to allow for variations at individual schools, could be replicated in other Public Schools.

THE HOME COMPONENT—A PARTNERSHIP BETWEEN THE HOME AND THE SCHOOL

One of the goals of Golightly is to develop partnerships between homes and the school. Within this partnership the parents and school staff work together toward the education and development of children. There are three major thrusts of the Home Component. These are:

1. **The Parent Education Component**—This component provides workshops to parents on topics identified by parents and staff. The purpose is to inform parents of the curriculum utilized in the classroom; teaching techniques utilized, and classroom management techniques employed. Examples of such workshops identified in which parents participated are: Learning Centers; Metric Education; CEMREL—The Mathematics Program; and Selecting Books for Children—the Literature Approach to Reading.
2. **The Parent Activity Component**—This component includes the identification of and the participation of parents in a variety of activities such as parental participation in the classroom, on field trips, the sharing of special interests and talents, and assisting in numerous activities which the school and the community cooperatively plan.
3. **The Social Work Component**—This component provides general information to parent as well as clinical and therapeutic counseling. The School or Social Work in cooperation with the College of Education, assigns graduate students in social work to Golightly to implement this component. Under the supervision of the Social Work faculty, working closely with the Golightly teachers and staff, social work services are delivered by the graduate students to meet the needs of children and families.

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Parental and Community Participation results in many benefits to both the school and the parent. They also provide a vehicle by which it may be possible to assess the effect that parental involvement has on student achievement. The Golightly Center will continue to involve parents in the educational process and continue to explore other ways in which parents can participate in the education of children.

RESEARCH COMPONENT

The Golightly Educational Center is designed for the study of teaching and learning.

Research at Golightly can take place under controlled circumstances and within the framework of the goals and objectives of the project. As the project evolves, observers, monitors and evaluators who are responsible for the accurate assessment of academic and affective achievement may take a more active role in the day to day activities at Golightly. Presently no funds are available for this activity.

The focus remains on the development of a data base and the collation and codification of the demographic and achievement data that have been gathered thus far.

Should funding become available, the research component will focus on the following aspects of learning, teaching and training:

- The effect that children from diverse populations have on each other's achievement and development;
- the effect that the Golightly model has on the family;
- the effect that parental involvement has on achievement, and conversely, the effect that a home component has on parents' ability to cope with concerns at home;
- the relative success of certain teaching methodologies when matched with specific learner needs;
- the effect that a model such as Golightly, which includes academic, training and research components, has on the achievement of children and the re-training of education personnel.

CONCLUSION

The C. L. Golightly Educational Center, like its feeder satellite, the Wayne State Nursery at Jeffries Homes, is a partnership of the University, the public schools and the community. It was created for the study of the learning process and the improvement of the teaching of children through better training of education personnel. There is a need for teacher training institutions to experiment with teaching designs. There is need for the public schools to learn more about curricular approaches and about teaching strategies that match learner needs.

There is a further need for a partnership between school, community, and individual homes. Golightly provides the opportunity to explore these possibilities.

Population

Students are selected on the basis of racial, sexual and socio-economic background. Academic achievement is not a criteria for selection to the Program. To maintain the racial, sexual and socio-economic balance necessary for research, a waiting list of applicants is maintained.

The present composition of the student population at the Golightly Educational Center is:

Racial and Sexual Breakdown		Male	Female	Total
Black		35 (31%)	28 (25%)	63 (55%)
White		17 (15%)	19 (17%)	36 (32%)
Other		10 (9%)	3 (4%)	13 (13%)
TOTAL		62	52	114

Professional Breakdown		Black	White	Other	Total
Professional and Managerial					
Unskilled, Student & ADC		36 (32%)	29 (25%)	12 (11%)	77 (67%)
TOTAL		27 (24%)	7 (6%)	3 (2%)	38 (33%)
%—percent of 114		63	36	15	114 UE

THE CLASSROOMS OF GOLIGHTLY EDUCATIONAL CENTER

James H. Blake
Wayne State University
January, 1981

If open classrooms are places where students always have complete freedom to move about, associate with whomever they please, and accomplish as much or as little as they like in each subject of study, then Golightly Educational Center has no open classrooms. If traditional classrooms are places where teachers make all decisions about where pupils sit or stand; when, how, and with whom they communicate; and exactly what work they complete in each subject of study, then Golightly Educational Center has no traditional classrooms. The center's seven classrooms spread out to an interesting degree along a continuum from traditional to open.



Room A provides its children with a reassuring form of order. Its pupils have places to sit and work to be done. There is a broad instructional program that stresses creative arts as well as basic school subjects. There is little time for play.

Room B is particularly hard to label. At times its children are almost completely free to wander and play. More often they are assigned to work spaces on the basis of achievement level and ability to function independently. Groups are dynamic rather than static. To graduate to a more advanced group youngsters must become more able to attend to tasks in the absence of teacher guidance.

Room C features three work centers and a carpeted open space for gatherings. Children are grouped heterogeneously for mathematics, language arts, and creative arts instruction. These groups change periodically so each child will grow acquainted with as many classmates as possible. Most activities at work centers are teacher directed, but each afternoon features substantial time for free play.

Room D varies its organization from hour to hour and day to day. At times children work on assigned tasks in assigned work areas. Frequently they receive whole group instruction and ability group instruction. At other times children are placed under contract during which they enjoy freedom of movement and accept responsibilities for budgeting their time.

Room E offers freedom of movement during most of each day. Many children can leave the classroom regularly for special activities elsewhere in the building. Often children can work individually or in small groups according to their preferences. The work assignments themselves are made by the teacher and tend to be traditional in content.

Rooms F and G provide interesting combinations of whole group meetings and individual study. Children have freedom of movement within the rooms more often than not. Often individuals can choose from among a substantial number of activities. Instructional games are considered to be about as important as more traditional pencil and paper or workbook activities. Group meetings often feature discussions of emotions and interpersonal relations.